



GCE

History A

Y105/01: England 1445-1509: Lancastrians, Yorkists and Henry VII

A Level

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
- For answers marked by levels of response:
 - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
U	Unclear
V	View

Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question		Answer	Mark	Guidance
1		<p>'The failure of government in the years 1456 to 1460, was the responsibility of Margaret of Anjou.'</p> <p>Use the four sources in their historical context to assess how far they support this view.</p> <ul style="list-style-type: none"> In discussing how Source A does not support the view, answers might consider the that the source shows the style of government of the queen which is firm but reasonable, insisting on obedience, but promising gratitude for that quality in the future. Hence it suggests the queen understands the needs of effective government In discussing the provenance of Source A, answers might point out that the letter was written by the queen herself during the time in question and is likely to be typical of her style of government In discussing the historical context of Source A, answers might suggest one of the chief complaints raised by the queen's opponents was her refusal to govern fairly and that such an accusation is not borne out by this letter In discussing how Source B does support the view, answers might suggest that, according to this source, the queen governed selfishly, was concerned to aggrandise her friends at a time when impartiality was a key requirement of a ruler, cared nothing for the common weal, was an adulteress seeking to foist her misbegotten son on the kingdom, and was building up a personal 	30	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected. At Level 5 there will be judgement about the issue in the question. To be valid judgements they must be supported by accurate and relevant material. At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. Knowledge must not be credited in isolation. It should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<p>military force through which to overcome any opposition</p> <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers might point out that since a copy of the source is known to have been in the possession of the Mortimer family, and it echoes the accusations made against the queen by the Yorkist opposition, it may well have been written from a Yorkist standpoint • In discussing the historical context of Source B, answers might argue that the source is in direct opposition to Source A and that it is more accurate to suggest the queen's problems arose from her husband's weakness, her nationality and her gender. The first point is inadvertently demonstrated by the final sentence of the source itself which supports the view the queen was far from being able to control her husband • In discussing how Source C does not support the view, answers might suggest that this source does not even mention a role for the queen in one of the most important policy decisions of the period, and emphasises the dignity and fairness of the government which, it suggests, was firmly under the control of the king rather than the queen. It suggests the real cause of the problems of this period lies with the Yorkists who were in armed rebellion and were refusing to obey the law • In discussing the provenance of Source C, answers might point out this source originates from the Parliamentary Rolls and, as such, might 		

Question	Answer	Mark	Guidance
	<p>be expected to convey an accurate account of events</p> <ul style="list-style-type: none"> • In discussing the historical context of Source C, answers might argue that, in fact, this evidence cannot be seen as convincing since it recounts the events of an exercise in propaganda and, furthermore, one which was so extreme it drove the duke of York to claiming the throne for the first time after a decade's opposition • In discussing how Source D does not support the view, answers might point out that the source highlights the weakness of the Queen as well as her popularity, suggesting she could not have been held responsible for any government failure. The King's attitude towards her belies the claims of Source B and, although the source reveals the Yorkists believed government actions had been 'encouraged' by a queen much cleverer than her husband, the use of the word 'encouraged' again emphasises the limits of her power and that ultimate responsibility for government actions lay with her husband • In discussing the provenance of Source D, answers may point out that this source was contemporary and, although its authorship remains uncertain, it is often associated with William Gregory, a former Lord Mayor of London (1450-51) who was therefore likely to be well-informed • In discussing the historical context of Source D, answers might point out that the events of 1460-61 clearly demonstrated the limits of the 		

Question		Answer	Mark	Guidance
		Queen's power in a world dominated by the military prowess of her male rivals. The role of her husband, the effects of the Hundred Years' War on England, and the abilities of the Yorkists were all much more important factors in explaining the failure of government during these years than the personal qualities and actions of the Queen		

Question		Answer	Mark	Guidance
2*		<p>'Edward IV's management of government during the years from 1471 to 1483 was highly effective.'</p> <p>How far do you agree?</p> <p>In arguing that Edward IV's management of government was effective:</p> <ul style="list-style-type: none"> Answers might consider the lack of opposition he encountered after overcoming his Lancastrian opponents in 1471 and the ruthless manner with which he treated Clarence Answers might consider the efficient reform of Crown finances and management of Crown lands during these years Answers might consider the successful operation of law and order Answers might consider the success of his foreign policy which saw him receive a pension from France and negotiate an impressive series of marriage alliances with France, Scotland and the Empire 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected. At higher levels, candidates will focus on weighing up how far; but at Level 4, may simply list reasons/factors. At Level 5 and above there will be judgement as to how effective government was. At higher levels candidates might establish criteria against which to judge Edward's government.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Answers might consider the successful delegation of responsibility for the North and Scotland to his brother • Answers might consider the successful use of regional councils • Answers might consider the belief he was engaged in creating a 'New Monarchy' <p>In arguing management of government was <i>not</i> effective:</p> <ul style="list-style-type: none"> • Answers might consider the collapse of his regime following his unexpected death • Answers might consider that he failed to deal with the issue of an overmighty nobility and, in fact, 'recreated' the problem of Warwick in his brother, Gloucester • Answers might consider that he failed to control factional tension between the likes of the Woodvilles and Hastings and that his execution of Clarence left irreconcilable differences amongst the Yorkists • Answers might consider that his foreign policy was singularly unsuccessful in the medium term • Answers might consider that his financial policies were so unpopular they 'eased the way' for his brother's usurpation 		<ul style="list-style-type: none"> • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
3*		<p>Yorkist opposition to Henry VII was crushed very efficiently in the years after Bosworth.'</p> <p>How far do you agree?</p> <p>In arguing Yorkist opposition was crushed very efficiently</p> <ul style="list-style-type: none"> • Answers might consider the successful defeat of the Stafford, Simnel and Warbeck rebellions • Answers might consider the effects of dating his accession from the eve of Bosworth, of the date of his coronation and of the delay of his marriage • Answers might consider the union of the Lancastrian and Yorkist factions through his marriage • Answers might consider the treatment of leading Yorkist figures such as the Earls of Warwick and Lincoln • Answers might consider the reliance of the Yorkists upon pretenders • Answers might consider Henry's policies towards the nobility • Answers might consider the reform of Crown finances and local government <p>In arguing Yorkist opposition was not dealt with efficiently:</p> <ul style="list-style-type: none"> • Answers might consider that the seriousness and prolonged nature of opposition reliant upon pretenders emphasised, conversely, the weakness and ineffectiveness of Henry's policies 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up efficiency; but at Level 4, may simply list reasons/factors. • At Level 5 and above there will be judgement as to how efficiently Yorkist opposition was treated. • At higher levels candidates might establish criteria against which to judge Henry VII. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none">• Answers might consider the persistence of a Yorkist threat through the de la Poles throughout the reign and, indeed, beyond it.• Answers might consider the seriousness of the opposition of Margaret of Burgundy• Answers might consider the weakness of Henry's own claim to the throne• Answers might consider the involvement of France and Scotland as well as Burgundy in Yorkist opposition• Answers might consider the alienation of some of the nobility produced by Henry's own policies		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]	
Level 6 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
Level 5 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
Level 3 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
Level 2 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
Level 1 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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